**Honors English 9 Research Module: *Historians Get Upfront and Personal***

**Introduction**

21st century learners must think critically. This project is designed to move students from emerginig to advanced on the continuum for 21st century skills as they progress through the learning plan for this unit. They will do more than develop a knowledge base regarding a current hot button issue. They will demonstrate their understanding of multiple points of view, clarify their own positions, and make reasoned judgements about information and solutions. During the course of class discussions of these social issues and during peer and parent review activities, students will need to employ advanced listening skills to understand multiple points of view. Such listening will be modeled and facilitated during the “Focus Friday” activities using the *Upfront Magazine*.

Early in the unit, students will use reading strategies to process and evaluate the “Focus Friday” issues presented in the *Upfront Magazine*. Students will be given instructional guidance as they evaluate visual texts.

Once students have chosen the focus issues for their summative performance tasks, they will use Kaplan’s dimensions of depth and complexity as they engage with databases such as SIRS, Gale, and Proquest. Students will use Kaplan’s to put a new spin on the traditional research note card—aligning their notes with the Kaplan icons.

Essential Questions:

* How do research methodologies create efficient ways to retrieve and recall information?
* Why is it important to verify the validity and accuracy of information? How does one determine validity and accuracy?

*The performance-based assessment and rubric are attached*. The guiding questions for the assessment are:

1. How does a historian present past events and issues in a way that makes them connected to a historical continuum and relevant to contemporary life?
2. How will the issues facing our time influence the world one hundred years from now?
3. How do the multiple perspectives within each issue influence potential solutions?
4. How can visual text impact an audience’s pathos, ethos, and logos?

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| **Know** | **Understand** | **Do** |
| **Citation formats** for a variety of entries on a works cited page | Citation methods provide clarity for source verification and future research | Create clearly formatted, MLA standard, works cited page for a research paper |
| Parenthetical **in-text citation** models using MLA formatting | In-text citations provide clear references to the sources in the body of the paper | Use MLA standard in-text citations within the body of a research paper |
| **Research resources** are available in a variety of media/forms and may vary in terms of reliability | Research process includes selecting and evaluating the sources; research techniques and criteria may differ for print and web sources. | Use a variety of sources and evaluate the sources for reliability |
| **Note cards/Note** **taking strategies** in researching | Note cards/Notes record source information and individual topic and sub-topic ideas for the research paper. Note cards/Notes should record single ideas and limited facts and data. | Create Note cards/Notes for each source used in the completed research paper. |
| **Source cards** are used to record authorship and source information  Source card information becomes the information used on the works cited page of the research paper | Source cards provide an efficient research strategy for collecting and retrieving documentation data. | Use MLA formatting to create source cards  Transfer source card information to MLA formatted works cited page. |
| There are several **methods of organizational mapping** of the research paper | The organizational mapping helps ensure the clear and focused development of the research paper | Choose a strategy to help organize ideas (outline, Venn diagram, concept mapping, etc.) |
| Research paper **organization** requires a central idea/thesis, introduction, topic sentences, minor details with citations, and conclusion. | The research paper is directed by its central idea/thesis. Topic sentences and detail supports all link to the development of the central idea/thesis. | Create/identify the central idea/thesis, develop topic sentences directly linked to the central idea/thesis, provide minor details and create a conclusion that reinforces the central idea/thesis. |
| How to use **paraphrasing, summarizing, and direct quotations** in a research paper | Paraphrasing, summarizing, and direct quotations enhance the quality of the research writing | Use paraphrasing, summarizing, and direct quotes in a research paper. |
| **Plagiarism** is the use of another person’s words, sentence patterns, or ideas without providing accurate and adequate credit to the original source. | Plagiarism is intellectual theft which claims someone else’s work as one’s own and is, therefore, cheating. No part or whole of another person’s words, ideas, or sentences may be used in a work claimed as original without being ascribed to the source of those works. | Avoid plagiarizing any part, portion, or whole of a work and claiming that part, portion, or whole as their own or original work. |